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Su'ad Sabti Al-Shawi

University of Baghdad, College of Physical Education and Sports Sciences for Women, Dr_suad56@yahoo.com

Huda Idan Mohammed

University of Baghdad, College of Physical Education and Sports Sciences for Women,
hoda.m@copew.uobaghdad.edu.iq

Raghdaa Fou'ad Mohammed

University of Baghdad, College of Physical Education and Sports Sciences for Women,
raghda.f@copew.uobaghdad.edu.iq

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SPECIAL ISSUE ARTICLE

Self-satisfaction and Its Relation with Psychological Motivation and Attitude Towards Academic Achievement of Physical Education Sciences Female Students

Su'ad Sabti Al-Shawi¹, Huda Idan Mohammed², Raghdaa Fou'ad Mohammed³ *

University of Baghdad, College of Physical Education and Sports Sciences for Women

Abstract

This study aims to identify the level of self-satisfaction among female students in the College of Physical Education and Sports Sciences for Women at the University of Baghdad. It also seeks to examine their level of psychological motivation and their attitudes toward academic achievement. In addition, the research explores differences in self-satisfaction, psychological motivation, and attitudes toward academic achievement among the participants according to their academic stage (second and fourth year).

The research population consisted of female students from the College, specifically from the second and fourth stages. The sample included 100 students, with 50 students from the fourth stage and 50 students from the second stage. The researchers adopted a descriptive correlational approach and utilized three measurement scales: self-satisfaction, psychological motivation, and attitudes toward academic achievement.

The findings revealed that the correlation coefficient between psychological motivation and self-satisfaction was moderate (0.45). This indicates that as students feel more satisfied with themselves, their internal desire to achieve increases, since self-confidence often translates into motivation that drives persistence and effort. Meanwhile, the relationship between attitudes toward academic achievement and self-satisfaction was relatively weaker (0.38), yet still significant. The results also showed that psychological motivation plays a key role in shaping positive attitudes toward learning and success.

Since all correlation values exceeded the tabulated value (0.195), the relationships are statistically significant rather than coincidental. Overall, the study concluded that female students demonstrate a moderate level of self-satisfaction, with a positive correlation between self-satisfaction and psychological motivation.

Keywords: Self-satisfaction, Psychological motivation, Attitude towards academic achievement

1. Introduction

Self-Satisfaction is one of the prominent indications of mental health and personal adjustment because it reflects the individual's ability to accept himself, feel his worthiness, and feel the ability to face challenges confidently and calmly. Abu Halawa (2021) indicated that self-satisfaction represents an essential dimension of psychological adjustment, and is an indicator of emotional balance and the ability to meet needs through work and effort. In contrast, Ibasat

(2025) reported that life satisfaction is closely related to self-esteem of university students, which reflects the importance of this variable in the academic environment. On the other hand, Shalaby (2012) said that self-satisfaction is linked to psychological unity and social adjustment, making it a pivotal element in building the university student's personality.

Psychological motivation, on the other hand, is the internal force that drives an individual towards behavior and achievement. It is considered one of the important determinants of academic and professional

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* Corresponding author.

E-mail addresses: Dr_suad56@yahoo.com (S. S. Al-Shawi), hoda.m@copew.uobaghdad.edu.iq (H. I. Mohammed), raghda.f@copew.uobaghdad.edu.iq (R. F. Mohammed).

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success. Qasim et al. (2024) explained that intellectual motivation is positively related to academic passion of university students, and that it is affected by factors such as specialization and academic level. Furthermore, Halawa and Al-Saeed (2021) indicated that studies in the field of motivation for learning confirm its crucial role in enhancing academic performance and prove its connection to the ability to face challenges and achieve goals. The literature also confirmed that motivation is not just a desire for achievement, but rather an integrated system that includes internal needs, expectations, and the ability to control oneself, making it a key variable in explaining differences between students.

Concerning the attitude towards academic achievement, it represents the psychological and emotional stance towards learning and academic success. It is a reflection of the student's perceptions of the value of education and its impact on the future. Mohammed and Souad (2024) explained that academic achievement is an important social indicator that reflects the complex interactions between the individual, the educational institution, and society, and that it is affected by social, economic, and cultural factors. Previous studies have shown that achievement is connected with psychological resilience of physical education and sports students, which entails the importance of this variable in the current research environment. The attitude towards academic achievement is one of the most prominent determinants that explain the differences between students in academic performance because it is related to the ability to cope with stress, organize time, and adopt effective learning strategies. The relationship between these three variables is both explanatory and predictive. Psychological motivation enhances the attitude towards academic achievement, and both contribute to raising the level of self-satisfaction. A positive attitude towards academic achievement enhances self-confidence and increases the chances of academic success, which is reflected on self-satisfaction, while weak motivation or a negative attitude towards achievement leads to a lower level of self-satisfaction. Therefore; self-satisfaction is not merely an independent variable, but rather the result of the interaction between psychological motivation and the attitude towards academic achievement, making its study scientifically and practically important.

The population of the study included female students of the College of Physical Education and Sports Sciences for women because of the uniqueness of this specialization which combines the academic and practical athletic aspects. Female students face double pressures that require a high level of psychological motivation and a positive attitude towards academic achievement in order to achieve self-satisfaction. Fur-

thermore, this age group is characterized by the formation of psychological and social identity, which makes studying these variables more important. Furthermore, the social and cultural character of Iraqi society, which views women in the sports field in a special way, may present additional challenges, which is reflected in the students' attitude towards academic achievement and the level of their self-satisfaction. Furthermore, the comparison between the second and fourth stages reveals the impact of university experience on the three variables. The literature in the field of sports psychology indicates that psychological motivation is one of the most important determinants that affect the level of student performance and their attitudes towards learning because of its fundamental role in guiding behavior and motivating the individual towards achieving academic and sports goals. In this context, self-determination theory asserts that individuals with high intrinsic motivation are more able to interact positively with educational activities and feel more self-satisfied as a result of their sense of competence, independence, and belonging (Ntoumanis & Standage, 2009). Thus, this research seeks to reveal the relationship between psychological motivation and attitude towards academic achievement as independent variables and self-satisfaction as a dependent variable. The current study is important because it presents scientific and applied results that can develop the psychological and educational counseling programs and enhance the quality of academic and sports life for women, which makes it an authentic addition to educational and psychological literature and reflects the uniqueness of the Iraqi university environment in this field.

The problem of the study is represented by the following main question and its related sub-questions:

How can we predict self-satisfaction in terms of psychological motivation and attitude towards educational achievement of the students of the College of Physical Education and Sports Sciences for Women?

1. What is the level of (self-satisfaction, psychological motivation, and attitude toward academic achievement) of female students at the College of Physical Education and Sports Sciences?
2. Are there statistically significant differences between second-year and fourth-year students in these three variables?

The study aims at the following:

1. Identifying the level of self-satisfaction, psychological motivation, and attitude toward academic achievement of students at the College of Physical Education and Sports Sciences for Women.

2. Identifying the differences among the sample members regarding self-satisfaction, psychological motivation, and academic achievement according to the variable of second and fourth stage.

The hypotheses of the study were as follows:

- 1- There are statistically significant differences between second and fourth-year female students in self-satisfaction, psychological motivation, and attitude towards achievement.
- 2- There is a positive correlation between psychological motivation, self-satisfaction, and attitude towards academic achievement.

The scope of the study was as follows: Human domain: second and fourth-year female students in the College of Physical Education and Sports Sciences for Women/University of Baghdad. Temporal domain: 2025–2026. Special domain: Classrooms in the Theoretical Sciences Section of the College of Physical Education and Sports Sciences for Women/University of Baghdad.

2. Methodology and procedure

The researchers used the descriptive correlational approach because it is the most appropriate approach to studying the relationship between the three variables: self-satisfaction, psychological motivation, and attitude towards academic achievement.

The research population and sample: The research community consisted of female students from the College of Physical Education and Sports Sciences for Women in the second and fourth stages. A sample of (100) female students was selected with (50) female students from each educational stage.

3. Research procedures

3.1. Field research procedures

The first scale: Self-satisfaction scale:

The Arabic version of the Rosenberg Self-Esteem Scale, modified by [Al-Shaib \(2010\)](#), was used. The scale included (20) items. Five Likert scale was used: (strongly disagree, disagree, neutral, agree, strongly agree), corresponding to the numbers (5, 4, 3, 2, 1). The highest score was (100), the lowest score was (20), and the hypothetical mean was (60) ([Al-Shaib, 2010](#)).

3.2. The second scale: The psychological motivation scale

The psychological motivation scale prepared and translated by [Al-Ubaidi \(2015\)](#) was used, which

adapted the original version of the [Deci and Ryan \(1985\)](#) to suit the Arab environment and the students at the College of Physical Education at the University of Baghdad after verifying its validity and reliability. The scale consists of (20) items distributed across three domains: intrinsic motivation: love of the sporting activity itself and the feeling of enjoyment during performance; extrinsic motivation: incentives related to rewards, social recognition, or avoidance of punishment; and lack of motivation: loss of motivation or a feeling of the futility of the sporting activity. The answer alternatives used were: a five-point Likert scale (always – often – sometimes – rarely – never). The scoring method was as follows: scores were given from (5) to (1) according to the response, with the highest score being (100) and the lowest score being (20). The hypothetical mean of the scale was (60) ([Al-Ubaidi, 2015](#)).

3.3. Third scale: Attitude towards achievement

The Attitude Towards Academic Achievement Scale prepared by [Allam et al. \(2020\)](#) was used. The researchers developed and standardized the scale and verified its psychometric properties on the female university students. The scale included (30) items distributed across three domains: positive attitudes towards studying and achievement, negative attitudes such as anxiety or aversion to studying, and attitudes related to intrinsic and extrinsic motivation for achievement. The answer alternatives for the scale are (strongly agree – agree – neutral – disagree – strongly disagree) corresponding to the scores (5-4-3-2-1). The highest score is (150) and the lowest score is (30), and the hypothetical mean of the scale is (90) ([Allam et al., 2020](#)).

3.4. Psychometric properties of the scales

First: Scale validity: The validity of the scales (self-esteem, psychological motivation, attitude towards academic achievement) was obtained through face validity by presenting them to a group of experts in psychology, and all items received the approval of the experts.

Second: Scale reliability: The researchers determined the scale reliability using the split-half method, whereby the scale items were divided into two sections. The first section included odd items, and the second section included positive items. The correlation coefficient was calculated using Pearson's correlation coefficient and then corrected using the Spearman-Brown formula. The following table illustrates this:

Correlation coefficient after correction	The value of the split-half correlation coefficient	Scale
0,918	0,85	Self-satisfaction
0,888	0,80	Psychological motivation
0,913	0,84	Attitude towards academic achievement

3.5. The pilot study

To ensure the clarity of the scale instructions and items for the students and to understand the conditions under which the scales were administered, the three scales were applied to a pilot sample of (10) students chosen randomly. This experiment revealed that the instructions for the scales and their items were clear, and that the time taken for self-appreciation is (16) minutes, for psychological motivation (15) minutes, and for the attitude towards academic achievement (19) minutes.

3.6. The main experiment

The scales were applied to the research sample of (100) female students from the College of Physical Education and Sports Sciences for Women/ University of Baghdad, with (50) students from the second stage and (50) students from the fourth stage. The forms were distributed to the students after explaining what was required of them and answering their questions. The forms were then collected, corrected, and processed. The researchers used statistical software to process the data.

3.7. The statistical analysis

The statistical package (SPSS) was used to statistically process the results.

4-1- Present the results: Presenting and analyzing the results of the first objective: an overview of the results obtained by applying the research tools to the sample and analyzing them statistically.

First: In order to achieve the first objective, which includes identifying self-satisfaction, psychological

motivation, and attitude towards academic achievement: The scale was applied to the research sample, (100) female students, and after processing the data statistically, the results shown in [Table 1](#) were reported.

The interpretation of the results showed that self-satisfaction among female students of the College of Physical Education and Sports Sciences is closely related to psychological motivation and attitude towards academic achievement. This connection reflects the findings of recent studies some of which indicate that female students with strong intrinsic motivation for learning and achievement are more capable of positively evaluating themselves, which translates into higher levels of self-satisfaction ([Moyano et al., 2020](#)).

Moreover, the attitude towards academic achievement is an important dimension in enhancing this satisfaction. a student who sees academic achievement as a fundamental value and sets clear goals for it feels that her academic efforts have meaning, and this enhances her self-confidence and increases her self-satisfaction. [Al-Fawal and Nasir \(2016\)](#) supports this idea. He concluded that high achievement motivation and academic performance are positively correlated with students' positive self-concept, which enhances their self-confidence and increases their self-satisfaction. On the other hand, the results showed differences between the two academic stages (second and fourth). Fourth-year students showed higher levels of self-satisfaction and motivation towards achievement, which can be explained by increased psychological and academic maturity as they approach graduation. The relationship between effort and results becomes clearer, while second-year students are still in the process of building academic

Table 1. Significance of differences between the arithmetic mean and the hypothetical mean.

Statistical significance	Tabulated t value	Calculate t value	Hypothetical mean	Standard deviation	Arithmetic mean	No.	Stage	Variables
Non-significant	1,96	-1,77	60	8	58	50	second	Self-satisfaction
significant	1,96	4,04	60	7	64	50	Fourth	
significant	1,96	-3,94	60	9	55	50	second	Psychological motivation
significant	1,96	6,19	60	8	67	50	Fourth	
significant	1,96	-3,55	90	10	85	50	second	Attitude towards
significant	1,96	6,30	90	9	98	50	Fourth	educational achievement

Significance level is (0.05) and degree of freedom is (99).

Table 2. The differences in the three research variables according to the stage variable (second and fourth).

Significance	Calculated t value	Standard deviation	Mean	Stage	Variables
Significant	–4	8	58	Second	Self-satisfaction
		7	64	Fourth	
Significant	–7.06	9	55	Second	Psychological motivation
		8	67	Fourth	
Significant	–6.84	10	85	Second	Attitude towards educational achievement
		9	98	Fourth	

identity and shaping their attitudes towards achievement. On the other hand, the results of some studies indicate that having positive attitudes towards academic achievement contributes to raising the level of psychological motivation and enhances students' sense of accomplishment and self-satisfaction, which in turn is reflected on improving academic and athletic performance alike (Schneider & Kwan, 2013).

Second: In order to achieve the goal of identifying differences in self-satisfaction, psychological motivation, and attitude towards academic achievement according to the educational stage variable (second and fourth): the t-test for two independent samples was used, and the results were as shown in Table 2.

The previous table showed statistically significant differences between second-stage students and fourth-stage students in the three research variables: self-satisfaction, psychological motivation, and attitude towards academic achievement. A recent study also confirmed that satisfaction with motor performance is an important factor in enhancing students' self-esteem, which highlights the reciprocal relationship between psychological aspects and practical performance (Kamar, 2025). These results indicate that the educational stage is influential in these variables, which reflects a difference in psychological and social experiences between second-stage and fourth-stage students in the school and family environment. Third: In order to identify the correlational relationship between self-satisfaction, psychological motivation, and attitude towards academic achievement: Pearson's correlation coefficient was used between them, and the results are shown in Table 3.

The results in Table 3 indicate a correlation between the three variables. The relationship between psychological motivation and self-satisfaction was of moderate strength (0.45), which reflects that the more satisfied the student feels with herself, the greater

her intrinsic desire to achieve, because self-confidence usually translates into a motivation that drives the individual to work and persevere. The relationship between attitude towards academic achievement and self-satisfaction was relatively weak (0.38), but it was still statistically significant, which means that self-satisfaction also reflects on the student's attitudes towards studying, but it is not the strongest factor in shaping these attitudes and its effect remains limited compared to psychological motivation.

The strongest relationship between attitude towards achievement and psychological motivation (0.52) confirms that psychological motivation is the primary driver that directs the student to adopt positive attitudes towards learning. The higher the motivation, the greater the inclination towards academic achievement. Since all values are greater than the critical value (0.195), this indicates that these relationships are not coincidental but rather reflect a genuine correlation between the variables.

These results can be interpreted as suggesting that self-satisfaction represents a primary foundation that enhances psychological motivation that directly affects the attitude towards academic achievement. That is, self-satisfaction fuels motivation, and motivation translates into positive study behavior and attitudes. Studies have also shown that satisfying basic psychological needs directly contributes to enhancing self-motivation, which is reflected positively on the level of physical activity and academic achievement because feeling of competence and ability to achieve is linked to a higher level of personal satisfaction and self-confidence (Wang & Chen, 2022). Self-satisfaction is an important psychological indicator that reflects an individual's emotional balance because it is closely linked to intrinsic motivation and positive attitudes towards learning and academic achievement.

Table 3. Illustrates the correlation between self-satisfaction, psychological motivation, and attitude towards academic achievement.

Significance	tabulated value	Correlation coefficient	Variables
Significant	0.195	0.45	Psychological motivation X Self-satisfaction
Significant	0.195	0.38	Attitude towards achievement X Self-satisfaction
Significant	0.195	0.52	The attitude towards achievement (X) psychological motivation

4. Conclusion

1. The study results showed that fourth-year female students had higher levels of self-esteem compared to their second-year peers, reflecting a positive development in self-perception as they progressed through the school year.
2. Fourth-year students have higher self-esteem compared to their peers in the second year which entails a positive development in self-perception as they progress through the school year.
3. The psychological motivation of fourth-stage students was stronger and more effective, which was directly reflected in their attitude towards academic achievement, while the motivation levels of second-stage students were relatively lower.
4. The attitude toward academic achievement was closely linked to psychological motivation. Highly motivated students demonstrated a greater inclination toward achievement and academic success.
5. The relationship between self-esteem and psychological motivation was positive. Students with higher self-esteem are more motivated to learn.
6. A positive relationship was found between self-esteem and the attitude toward academic achievement, confirming that self-confidence and a sense of self-worth contribute to fostering a desire for academic excellence.

5. Recommendations

- Developing psychological motivation through motivational activities and interactive training programs, such as workshops on time management, positive thinking, and problem-solving.
- Linking academic achievement to practical and professional reality through applied projects, which promotes a positive attitude towards achievement and increases students' motivation.
- Providing a supportive university environment characterized by respect and appreciation, and encouraging open dialogue between students and their professors, which positively impacts self-esteem and motivation.
- Integrating sports and physical activities as a means to enhance self-esteem and motivation, given the connection between sports and self-confidence and achievement.
- Encouraging collaborative learning and group projects that foster motivation and a positive attitude towards achievement, and increase students' sense of self-worth and belonging.
- Developing guidance programs specifically for second-year students to address low self-esteem

and motivation, helping them adapt to the demands of university studies.

- Developing curricula to include self-assessment activities, enabling students to identify their strengths and weaknesses and work towards improvement.

Author's declaration

Conflicts of interest

None.

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-clearance

This manuscript approved by the Scientific Committee of the College of Physical Education and Sports Sciences for Women, University of Baghdad, Iraq.

Author's contributions

The study was conducted by the researchers: **Raghdaa Fou'ad Mohammed**, who developed the main idea of the study, planned the implementation of the research, supervised the work, analysed the data, and worked with the other co-authors to finalize the draft of the manuscript, **Huda Idan Mohammed** who applied the procedures, collected and organized the data, and helped analyse the results, and proof read the manuscript, **Prof. Dr. Su'ad Sabti Al-Shawi** who processed the data statistically and interpreted the result, and **Asst. Prof. Dr. Fatimah Al-Asadi** in Translation.

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Roles of each researcher in the study

- **First researcher: Raghdaa Fou'ad Mohammed**, developing the main idea of the study, planned the implementation of the research, supervising the work, analysed the data, and finalizing the draft of the manuscript,
- **Second researcher: Huda Idan Mohammed** applying the procedures, collecting and organizing the data, and assisting in the data analysis and proof reading of the manuscript,
- **Third researcher: Prof. Dr. Su'ad Sabti Al-Shawi** processing and analysing the data statistically and interpreting the results.

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Data availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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الرضا عن الذات وعلاقته بالدافعية النفسية والاتجاه نحو التحصيل الدراسي لدى طالبات كلية التربية البدنية وعلوم الرياضة للبنات

رغداء فؤاد محمد، هدى عيدان محمد، سعاد سبتي الشاوي

العراق/ جامعة بغداد/كلية التربية البدنية وعلوم الرياضة للبنات

ملخص البحث

يهدف البحث الى التعرف على مستوى الرضا عن الذات لدى طالبات كلية التربية البدنية وعلوم الرياضة للبنات والكشف عن مستوى الدافعية النفسية والاتجاه نحو التحصيل الدراسي لدى الطالبات. فضلا عن التعرف على الفروق في الرضا عن الذات والدافعية النفسية والاتجاه نحو التحصيل الدراسي لدى افراد العينة تبعاً لمتغير المرحلة الدراسية (الثانية والرابعة). اشتمل مجتمع البحث على طالبات كلية التربية البدنية وعلوم الرياضة للبنات/ جامعة بغداد (المرحلة الثانية والمرحلة الرابعة)، اما عينة البحث فقد اشتملت على (100) بواقع (50) طالبة من المرحلة الرابعة و(50) طالبة من المرحلة الثانية. اعتمدت الباحثات المنهج الوصفي الارتباطي، وقد استعملوا ثلاث مقاييس، مقياس الرضا عن الذات ومقياس (الدافعية النفسية، ومقياس الاتجاه نحو التحصيل الدراسي، وقد استنتجت الباحثات ان معامل الارتباط لمتغيرات البحث لدى افراد العينة. واطهرت اهم نتائج البحث ان العلاقة بين الدافعية النفسية والرضا عن الذات كانت متوسطة القوة (0.45)، وهذا يعكس أن الطالبة كلما شعرت بالرضا عن نفسها ازدادت لديها الرغبة الداخلية في الإنجاز، لأن الثقة بالنفس عادةً ما تُترجم إلى حافز يدفع الفرد للعمل والمثابرة. أما العلاقة بين الاتجاه نحو التحصيل الدراسي والرضا عن الذات فجاءت أضعف نسبياً (0.38)، لكنها ما زالت دالة إحصائياً، مما يعني أن الرضا عن الذات ينعكس أيضاً على اتجاهات الطالبة نحو الدراسة، لكنه ليس العامل الأقوى في تشكيل هذه الاتجاهات، بل يظل تأثيره محدوداً مقارنة بالدافعية النفسية. وان العلاقة الأقوى بين الاتجاه نحو التحصيل والدافعية النفسية (0.52)، وهي علاقة واضحة تؤكد أن الدافعية النفسية هي المحرك الأساسي التي توجه الطالبة لتبني اتجاهات إيجابية نحو التعلم والنجاح، فكلما ارتفعت الدافعية ارتفع معها الميل إلى التحصيل الدراسي. وبما أن جميع القيم أكبر من القيمة الجدولية (0.195)، فهذا يعني أن هذه العلاقات ليست صدفة وإنما تعكس ارتباطاً حقيقياً بين المتغيرات. واخيراً ان طالبات كلية التربية وعلوم الرياضة للبنات يتمتعن بدرجة متوسطة عن الرضا عن الذات، توجد علاقة ارتباط موجبة بين الرضا عن الذات والدافعية النفسية لدى افراد العينة.

الكلمات المفتاحية: الرضا عن الذات، الدافعية النفسية، الاتجاه نحو التحصيل الدراسي.